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ABSTRACT

In 1989-90, 73,793 surveys were administered to students, teachers, other campus professionals, campus administrators, and parents in the Austin (Texas) Independent School District (AISD). This report addresses findings related to key topics associated with school strengths, problems, and quality as well as school climate and effectiveness. Survey items were submitted by AISD central office personnel and Office of Research and Evaluation program staff. Cabinet members make final decisions on item selection for student, parent, and professional staff surveys. Overall, 93 items were distributed in November of 1989 to 14,973 students, with 87% (13,076) of all surveys being returned. The 1989-90 professional employee survey was organized into two distinct sections, with a total of 326 survey items. Surveys were sent to 4,110 teachers, 533 administrators, and 436 other school professionals, with 3,985, 485, and 390 surveys returned, respectively. The 15-item elementary school survey was administered to 27,602 parents, and 14,668 surveys were returned. The 21-item secondary school survey was administered to 27,409 parents, and 2,044 surveys were returned. Generally, the findings indicate that: (1) high school students, professionals (including teachers and campus administrators), and parents have positive views about the quality and effectiveness of AISD schools; (2) AISD students and parents identified problems associated with drug use, school facilities, and class size as requiring attention; and (3) 2-year comparisons of responses by professionals to items on school climate and effectiveness revealed continued positive opinions among elementary and middle school professionals, but a more negative outlook among high school professionals. Thirty-eight figures are included. (TJH)

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Issues and Answers:

1989-90 Districtwide Surveys

of

Students, Professionals, and Parents

I feel safe at my school!
I can talk to my child's teacher.
Our staff works together to improve instruction.
Our child's school is effective.

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Issues and Answers: 1989-90 Districtwide Surveys of Students, Professionals, and Parents
EXECUTIVE SUMMARY

AUTHOR: Letticia Galindo

Program Description

In 1989-90, 73,793 surveys were administered to students, teachers, other campus professionals, campus administrators, and parents. These surveys covered a wide range of topics of interest to AISD. Key topics discussed in this report include:

- School strengths, problems, and quality;
- School climate and effectiveness.

Major Findings

1. High school students, professionals (including teachers and campus administrators), and parents expressed positive views about the quality and effectiveness of AISD schools.
    - High percentages rate the quality of their AISD schools as "excellent" or "above average"—campus administrators (87%), other campus professionals (77%), elementary parents (71%), teachers (69%), secondary parents (49%), and high school students (47%). (Page 10)
    - Nearly all staff (93%) agree that they have high expectations for student success, school climates are conducive to learning, student progress is monitored frequently to improve proficiency, and students are actively engaged in learning in classrooms. (Page 13)
    - Parents believe their children have learned a lot this school year (89% elementary and 67% secondary). (Page 30)
    - Elementary parents believe AISD's greatest strengths include the instructional staff (56%) and academic quality (51%); secondary parents see the variety of courses offered (41%) and the quality teachers (37%) as strengths. (Pages 5,6)
    - Overall, elementary staff and parents are more positive than secondary, and administrators are more positive than professionals.
2. AISD students and parents identified problems and other areas for improvement.
    - High school students and parents cited use of drugs (35% and 19%) as the biggest problem facing AISD schools. (Page 8)
    - Elementary parents cited school facilities (36%) and class size (35%) as two of AISD's greatest areas in need of improvement. (Page 9)
3. Two-year comparisons of of responses by professionals to school climate/effectiveness items revealed continued positive opinions among elementary and middle school professionals but a more negative outlook among high school professionals.

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FIGURE 1

1989-1990 DISTRICTWIDE SURVEYS: A SUMMARY

CHARACTERISTICS	STUDENT	TEACHER		
Population Surveyed	All high school students	All teachers		
Survey Topics	Vocational Education Course Interests, Extracurricular Transportation, Chapter 2, PAL, "No Pass/ No Play," Quality of Education, School's Biggest Problems, Honors, School Climate, SCGC, Dropouts, Summer School, Cable 8, Homework and Other Learning Activities, Grades/ Grading Procedures, NSF, TEAMS, Drug Free, Teacher Assessment, Race Relations	Anonymous: School Climate/School Effectiveness Confidential: School Climate, Retention, TAP, PAL, Extracurricular Transportation, Project ASSIST, Middle Schools, Chapter 1, Priority Schools, Pre-K, AIM High, Title VII, SCGC, TAAS, TEAMS, Employee Relations, Personnel, Elementary Management, Elementary, Secondary, Dropouts, Adopt-A-School, Cable TV, Staff Development, Spanish Academy, Counselors, Chapter 2, LAMP, Curriculum, Student Teaching, Drug Free, Student Support Services, Library, Learning Resources Center, Secondary Honors, Bilingual Education, Health Services, Nursing Services, Campus Police, Project A+, Volunteer Program, Reading Is Fundamental (RIF)		
Dates of Administration	November 21 - December 6	January 15 - February 16		
Total Number of Items	93	24 280	(Anonymous) (Confidential)	
Range of Items Per Respondent	14 - 24	24 5-24	(Anonymous) (Confidential)	
Average Number of Items Per Respondent	18	24 18	(Anonymous) (Confidential)	
Number of Surveys Sent Out	14,973	4,110	(Anonymous) (Confidential)	**4,314***
Number of Surveys Returned	13,076	3,985	(Anonymous) (Confidential)	**4,041***
Percentage of Surveys Returned	87%	97%	(Anonymous) (Confidential)	**94%**

*Teacher and Other Professional results cannot be separated on the anonymous survey.

OTHER PROFESSIONAL	ADMINISTRATOR	PARENT
All campus/noncampus professionals	All campus and central administrators	All elementary parents and all secondary parents
Anonymous: School Climate/School Effectiveness	Anonymous: School Climate/School Effectiveness	School Climate, Effective Schools, Parental Involvement, Quality of Education, AISD's Greatest Strengths, AISD's Greatest Areas in Need of Improvement, Drug Use
Confidential: School Climate, Retention, PAL, Extracurricular Transportation, Project ASSIST, Middle Schools, Priority Schools, SCGC, TAAS, TEAMS, Employee Relations, Personnel, Dropouts, Adopt-A-School, Cable TV, Spanish Academy, Chapter 2, Curriculum, Drug Free, Student Support Services, Learning Resources Center, Secondary Honors, Health Services, Nursing Services, Campus Police, Project A+	Confidential: School Climate, Retention, TAP, Extracurricular Transportation, Project ASSIST, Middle Schools, Priority Schools, AIM High, SCGC, TAAS, TEAMS, Employee Relations, Personnel, Elementary Management, Elementary, Dropouts, Adopt-A-School, Cable TV, Spanish Academy, Chapter 2, Curriculum, Student Teaching, Drug Free, Student Support Services, Learning Resources Center, Secondary Honors, Bilingual Education, Health Services, Nursing Services, Campus Police, Project A+, Volunteer Program	

				Elementary	Secondary
January 15 - February 16		January 15 - February 16		March 2-April 12	March 9-March 30
24	(Anonymous)	20	(Anonymous)		
138	(Confidential)	169	(Confidential)	15	21
24	(Anonymous)	20	(Anonymous)		
10-24	(Confidential)	10-24	(Confidential)	15	21
24	(Anonymous)	20	(Anonymous)		
18	(Confidential)	19	(Confidential)	15	21
	(Anonymous)	215	(Anonymous)		
436	(Confidential)	318	(Confidential	27, 602	27, 409
	(Anonymous)	189	(Anonymous)		
390	(Confidential)	296	(Confidential)	14, 668	2, 044
	(Anonymous)	88%	(Anonymous)	53%	8%
89%	(Confidential)	93%	(Confidential)		

ISSUES AND ANSWERS: 1989-90 DISTRICTWIDE
SURVEYS OF STUDENTS, PROFESSIONALS, AND PARENTS

FINAL REPORT

INTRODUCTION

For the last decade, AISD has administered surveys with the intent of tapping the opinions of students, professionals (teachers and other campus/noncampus professionals), campus and central administrators, and parents on issues ranging from vocational course interests to parental involvement activities. These "issues" and the "answers" provided by these diverse groups have served as a means to gauge the effectiveness of select programs currently implemented within AISD and for overall campus improvement activities. Thus, the importance of the AISD survey process cannot be underestimated and it continues to grow in size. In 1988-89, over 49,000 individuals participated in surveys (Galindo and Baenen, 1989). This year, a total number of 73,793 surveys were distributed. Figure 1 summarizes the characteristics of the 1989-90 surveys.

NATURE OF THE SURVEYS

Students

The high school student survey traditionally serves as the major means of obtaining vocational education course information, and all coordination efforts have been made through vocational education counselors at each campus. The need to capture additional information of interest and concern to secondary education personnel has resulted in the expansion of the survey agenda to include other topics such as honors courses, grades/grading procedures, and summer school. Attachment 1 (see ORE Pub. No. 89.29A) contains student survey District total results.

Staff

The employee survey is designed to tap opinion from all professional staff within AISD such as teachers, other campus professionals (e.g., librarians and counselors), noncampus professionals (e.g., psychological associates), campus administrators, and central administrators. A wide range of topics of interest has been targeted to all AISD personnel or to specific groups or evaluations.

Beginning in 1988-89, the survey has been administered during a faculty meeting, resulting in higher return rates than in previous years. The return rates for 1989-90 were 97%, 89%, and 93% for teachers, other professionals, and administrators, respectively.

Parents

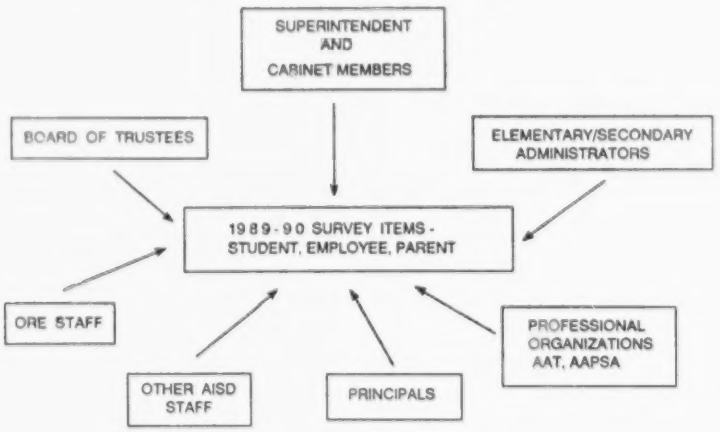
Last year, the survey process was extended to collect all elementary parents' and a sampling of secondary parent opinions. This year, all elementary and all secondary parents were surveyed, totaling over 54,000 parents. Parent surveys alone accounted for 74% of the total distribution of District surveys. Topics centered around school climate, home-school relations, AISD's greatest strengths, and areas of improvement.

ITEM SELECTION

Item solicitation and selection for students, professionals, administrators, and parents is collaborative because it provides a forum for decision makers who have a stake in the survey process to voice their input and concerns. The process generally involves central office personnel and ORE program staff (among others) submitting an item or a set of items. All survey items then become part of a Cabinet agenda item for comment and review. Cabinet members along with ORE staff make final decisions on item selection for each survey administered. Figure 2 describes input sources.

FIGURE 2

1989-90 DISTRICTWIDE SURVEYS: WHO PROVIDED INPUT?



Students

Items were solicited from secondary education, ORE staff, and vocational counselors in October, 1989. Overall, 93 items were distributed in November to 14,973 students with 87% of all surveys returned.

Professionals

The 1989-90 professional employee survey was organized into two distinct sections: (1) 302 general items that dealt with a variety of topics like Chapter 1, TEAMS, Cable TV, Spanish Academy, and middle schools; and, (2) 24 items on school climate/school effectiveness.

Survey items were solicited from elementary and secondary administrators, coordinators, other AISD departmental staff (e.g., learning resources, media production), ORE staff, principals, and Cabinet members. The same 24 school climate/effectiveness items reviewed by Cabinet last year were repeated.

ORE has developed a sophisticated, computerized system for item assignment, form generation, and processing which allows a large number of items to be included, while limiting items directed to one individual. All administrative and professional employees received 20-24 school climate items respectively; the other 302 items were randomly assigned to relevant populations. Thus, the maximum number of items per respondent was limited as shown below in Figure 3.

FIGURE 3
NUMBER OF ITEMS RECEIVED BY PROFESSIONALS AND ADMINISTRATORS ON THE 1990 EMPLOYEE SURVEY

BASED ON A TOTAL OF 326 SURVEY ITEMS, EACH EMPLOYEE RECEIVED BETWEEN 25-48 ITEMS:

	ADMINISTRATORS	PROFESSIONALS
• SCHOOL CLIMATE/SCHOOL EFFECTIVENESS ITEMS =	20	24
• GENERAL/OTHER SURVEY ITEMS =	5	24
TOTAL	25	48*

* The range typifies what an administrator receiving a survey would get (20 SC/SE items with a minimum of five General Survey items = 25) and a teacher (24 SC/SE items with a maximum of 24 General Survey items = 48).

Attachments 2 and 3 (see ORE Pub. No. 89.29A) contain the professional and administrator surveys and results for school climate/effectiveness items. Attachment 4 (ORE Pub. No. 89.29A) contains the general/other survey items and results.

Parents

The elementary survey was comprised of 15 items and was administered to 27,067 parents. The secondary survey had a total of 21 items and was administered to 27,409 parents. Attachments 5 and 6 (ORE Pub. No. 89.29A) contain the elementary and secondary surveys and results.

AISD STRENGTHS, PROBLEMS, AND QUALITY

Among AISD's greatest strengths, students and parents see variety of courses offered and instructional staff as top areas. Identification of schools' biggest problems reveals use of drugs as the top problem identified by students, while faculty and staff ranked parents' lack of interest as the top problem. Students and parents are consistent in their views that quality of education in their schools has gone up or stayed the same.

Several items merited inclusion across surveys of different groups because of the wealth of information they provided about AISD. These were:

- AISD's greatest strengths,
- AISD's biggest problems, and
- School quality.

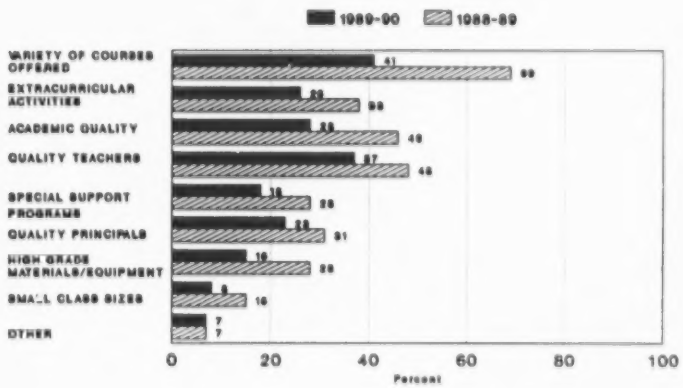
Comparisons were made between students and parents, and among students, teachers, other professionals, and administrators as appropriate.

AISD'S GREATEST STRENGTHS

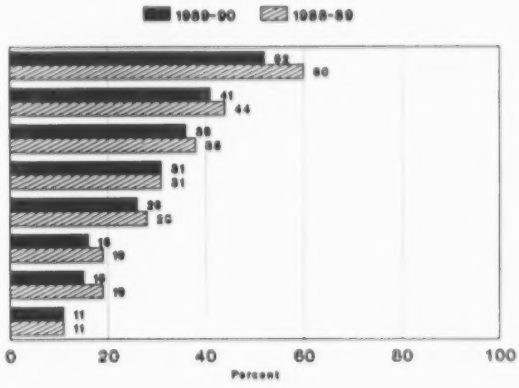
A comparison of 1988-89 and 1989-90 secondary student and parent responses indicates that:

FIGURE 4

A 1988-89 AND 1989-90 COMPARISON OF SECONDARY PARENT RESPONSES TO: WHAT ARE AISD'S GREATEST STRENGTHS?



A 1988-89 AND 1989-90 COMPARISON OF SECONDARY STUDENT RESPONSES TO: WHAT ARE AISD'S GREATEST STRENGTHS?



- **Variety of courses offered, extracurricular activities**, and **academic quality** are the top three areas cited by students as being AISD's greatest strengths. These same choices were consistently selected in fall, 1987, 1988, and 1989.

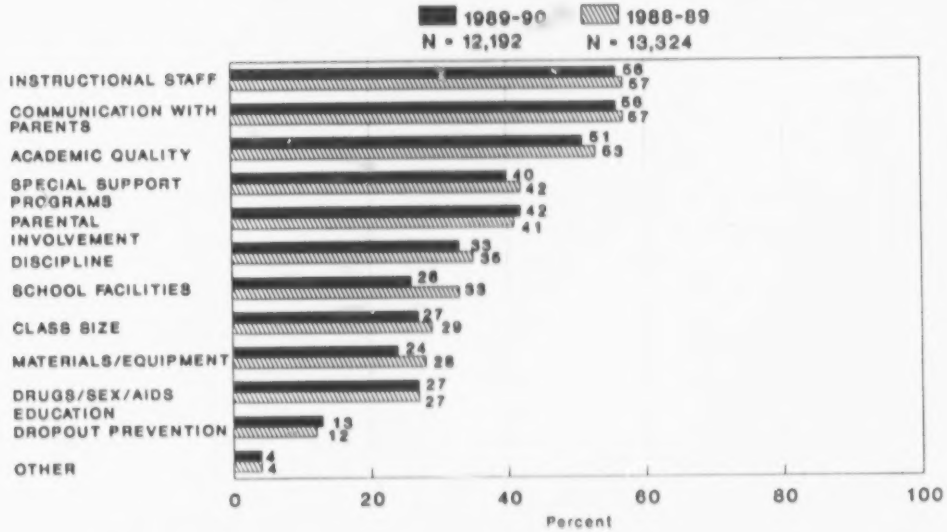
- Secondary parents concur with secondary students that the **variety of courses offered** is AISD's greatest strength.

- Second choices varied with **extracurricular activities** more important to students and **quality teachers** more important to parents.

- For the past two years, **small class sizes** was the area least chosen as a strength by both secondary students and parents.

All elementary parents were asked to choose those areas they felt constituted AISD's greatest strengths. A comparison of last year's and this year's parent responses shows that:

FIGURE 5
1988-89 AND 1989-90
ELEMENTARY PARENT RESPONSES TO:
WHAT ARE AISD'S GREATEST STRENGTHS?



- **Instructional staff, communication with parents, and academic quality** were cited as three of AISD's greatest strengths in both years.

- Dropout prevention was ranked low both years by elementary parents.

AISD'S BIGGEST PROBLEMS

High school students' opinions on problems facing the schools are listed for the last three years in Figure 6.

FIGURE 6

A COMPARISON BY YEAR OF TOP FIVE RESPONSES BY STUDENTS TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?

YEAR	PROBLEM	RANK	%
1989-90	Use of Drugs	1	35%
	Pupils' Lack of Interest/Truancy	2	32%
	Lack of Respect of Teachers/Other Students	3	29%
	Drinking/Alcoholism	4	25%
	Fighting	5	21%
YEAR	**PROBLEM**	**RANK**	**%**
1988-89	Pupils' Lack of Interest/Truancy	1	33%
	Use of Drugs	2	30%
	Lack of Respect of Teachers/Other Students	3	27%
	Drinking/Alcoholism	4	21%
	Fighting	5	21%*
YEAR	**PROBLEM**	**RANK**	**%**
1987-88	Use of Drugs	1	39%
	Pupils' Lack of Interest/Truancy	2	34%
	Lack of Respect of Teachers/Other Students	3	26%
	Fighting	4	23%
	Lack of Discipline	5	23%*

*NOTE: Some problems received the same percentage because of an equal number of responses or an equal percent when rounded.

- For the last two years, social issues such as **use of drugs, drinking/alcoholism,** and **fighting** were among the top five problems facing AISD schools, according to students. Interestingly, **drinking/alcoholism** was not among the top five problems in 1987-88.

- Students also selected problems that conveyed a sense of apathy and indifference: **pupils' lack of interest/truancy** (ranked first in 1987-88) and a **lack of respect of teachers/other students** (ranked third all three years).

- In 1987-88, students opted to cite **lack of discipline** as the fifth-ranked problem.

Along with students, teachers and secondary parents were also asked to identify their schools' biggest problems.

FIGURE 7

TOP FIVE RESPONSES BY GROUP TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?

GROUP	PROBLEM	RANK	%
Students (N=893)	Use of Drugs	1	35
	Pupils' Lack of Interest/Truancy	2	32%
	Lack of Respect of Teachers/Other Students	3	29%
	Drinking/Alcoholism	4	25%
	Fighting	5	21%
Teachers (N = 277)	Parents' Lack of Interest	1	44%
	Pupils' Lack of Interest/Truancy	2	40%
	Lack of Respect of Teachers/Other Students	3	38%
	Parents' Involvement in School Activities	4	35%
	Lack of Discipline	5	32%
Secondary Parents (N = 2,014)	Use of Drugs	1	19%
	Lack of Respect of Teachers/Other Students	2	19%*
	Large Schools/overcrowding	3	16%
	Difficulty in Getting Good/Needed Teachers	4	15%*
	Fighting	5	15%*

*Note: Some problems received the same percentage because of an equal number of responses or an equal percent when rounded.

- **Use of drugs** was the number one problem identified by students and parents.
- Students, teachers, and parents agree that **lack of respect of teachers/other students** is a major problem facing AISD schools.
- Both students and parents feel there is a problem with **fighting** in the schools.
- **Drinking/alcoholism, parents' lack of interest,** and **large schools/overcrowding** are problems mentioned by students, teachers, and parents, respectively.

Elementary parents responded to a similar question asking them to choose areas in need of improvement. The top five areas chosen as AISD's greatest areas in need of improvement are:

1989-90	1988-89
(1) School facilities	**(1) Class size**
(2) Class size	**(2) Materials/equipment**
(3) Materials/equipment	**(3) Dropout prevention**
(4) Dropout prevention	**(4) Communication with parents**
(5) Drugs/sex/AIDS education	**(5) Drugs/sex/AIDS education**

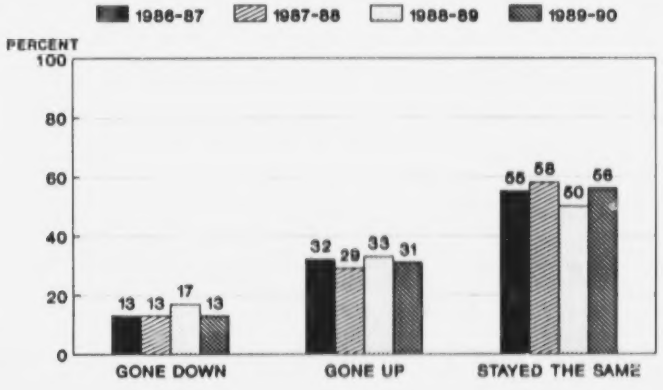
Choices were virtually the same for both years; the two exceptions were **school facilities** and **communication with parents** for 1989-90 and 1988-89, respectively.

SCHOOL QUALITY

Despite national concern over the quality of the Nation's schools, a four-year comparison of student responses indicates that:

FIGURE 8

A FOUR-YEAR COMPARISON OF STUDENTS' RESPONSES TO: COMPARED TO A YEAR AGO, WOULD YOU SAY THAT THE QUALITY OF EDUCATION IN YOUR SCHOOL HAS ....



- More than half of AISD students surveyed (50-58%) report that the quality of education in their schools has either stayed the same or gone up (23-33%).
- In 1988-89, 17% of secondary students indicated that the quality had gone down; in 1989-90, 13% saw a decline in quality.

In addition to discussing the quality of education, students, professionals, and parents were asked to rate their schools as **"excellent," "above average," "average," "below average,"** or **"poor."** The percentage and overall change of each AISD group rating their schools as "excellent" or "above average" was:

	1988-89	1989-90	CHANGE
Campus administrators	81%	87%	+6
Other campus professionals	74%	77%	+3
Elementary parents	72%	71%	-1
Teachers	71%	69%	-2
Secondary parents	51%	49%	-2
High school students	55%	47%	-8

Based on a two-year comparison:

- The positive trend continues with campus administrators and other campus professionals showing an increase within their groups of those rating their schools highly.
- On the other hand, the number of teachers and parents rating their schools as "excellent" or "above average" decreased slightly, and high school students became noticeably less positive.

FIGURE 9

I WOULD RATE THE QUALITY OF MY SCHOOL AS:

Group	Year	Excellent	Above Average	Average	Below Average	Poor
Teachers	89-90	36%	34%	23%	6%	1%
	88-89	31%	40%	24%	5%	1%
Other Campus Professionals	89-90	33%	44%	19%	4%	1%
	88-89	38%	36%	20%	6%	1%
Campus Administrators	89-90	43%	44%	13%	0%	0%
	88-89	36%	45%	17%	0%	1%
Elementary Parents	89-90	34%	37%	27%	2%	0%
	88-89	36%	36%	26%	2%	0%
Secondary Parents	89-90	14%	36%	41%	9%	2%
	88-89	15%	36%	40%	7%	2%
High School Students	89-90	17%	31%	39%	9%	4%
	88-89	20%	35%	39%	4%	3%

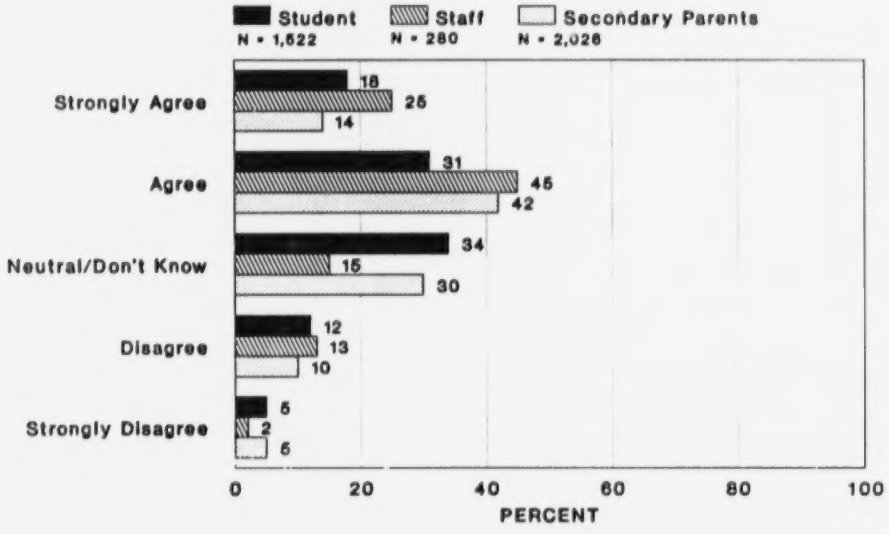
The 1989 Gallup Poll results indicated that 75% of teachers give their schools an "above average" rating (a grade of A or B). Among parents, 70% nationally rated their children's schools as "above average" in 1988. Findings within AISD reveal that:

- AISD teachers appear to be similar but less positive than those in the Gallup Poll.
- Few respondents rated school quality as "poor" or "below average"; secondary parents and students were the most inclined to do so.
- Secondary parents and students rated schools "average" more often than elementary parents or staff at either level.

Regarding another measure of school quality, secondary students, professional staff, and secondary parents were asked to characterize the seriousness of AISD's efforts toward alleviating the dropout problem. See Figure 10.

FIGURE 10

STUDENT, STAFF, AND SECONDARY PARENT RESPONSES TO: AISD IS MAKING SERIOUS EFFORTS TO KEEP STUDENTS IN SCHOOL



- Nearly half of all high school students (49%) agree that AISD is making serious efforts to keep students in school; 17% disagree.
- Three out of four staff (75%)--secondary teachers, other campus professionals, and campus administrators--believe serious efforts to keep students in school are being made; 15% disagree.
- The majority (56%) of secondary parents recognize AISD's dropout prevention efforts; however, 30% are neutral or do not know.

SCHOOL CLIMATE AND EFFECTIVENESS

Results for items on school effectiveness reveal that:

- **Staff and parents have positive views of the effectiveness of AISD schools.**
- **Elementary staff and parents tend to be more positive in their views than secondary staff and parents.**
- **Among staff, administrators tend to be more positive than professionals.**

DEFINITION

In recent years, school effectiveness research has had a major impact on our nation's schools. AISD is no exception. Effective schools information has been a primary topic for staff development at both the elementary and secondary level since 1986-87. Although all schools within AISD have input into the practice of applying the effective schools correlates, the Priority Schools (16 elementary schools with high minority enrollments) have had the most intensive training in these concepts.

The characteristics of an effective school, according to Lezotte (1989) are:

(1) A safe and orderly climate

(2) High expectations by teachers and other instructional staff for student success and mastery of basic skills

(3) A focused and clear school mission

(4) Effective instructional leadership from the principal

(5) Measurement and frequent monitoring of student progress

(6) Strong instructional focus

(7) Positive home/school relations

Since 1988-89, a portion of the employee survey has included a number of items related to school climate and effectiveness. A set of 24 items was asked of all professional staff members and a subset of 20 was asked of campus administrators. Items were forced choice in format, with options of "strongly agree," "agree," "disagree," and "strongly disagree." Parents received 15 (elementary) and 21 (secondary) items.

These items on school climate and school effectiveness captured shared perceptions on the physical, social, and learning environments of a school. In this report, results on discipline and morale will be discussed in relation to school climate. Results on collaboration and empowerment will be discussed as part of instructional leadership.

OVERALL RESULTS

Complete results are shown in Attachments 1-6 (ORE Pub. No. 89.29A). Items are also discussed in more detail by correlate in the sections that follow.

Staff

Professional and administrative staff rate schools high on effectiveness. The top four areas for both groups include:

- Staff have high expectations for student success (94% of both groups agree).
- School climate is conducive to learning (90% of professionals and 92% of administrators agree).
- Monitoring of student progress is frequent and is used to improve proficiency (93% and 96% agree).
- Classrooms are characterized by students actively engaged in learning (91% and 95% agree).

In general, elementary staff tend to be more positive than secondary staff; administrators are more positive in their views than professionals.

Among the 24 items on school climate/effectiveness, **paperwork** and **staff morale** are the areas of lowest satisfaction.

- 70% of professionals and 89% of campus administrators indicate that efforts are being made to keep paperwork to a minimum.
- 72% of professionals and 82% of campus administrators agree staff morale is generally high.

Parents

Parents of elementary, middle school, and high school students believe that:

- Home/school relations are positive (elementary 77% and secondary 65%);
- Staff believe students can learn (elementary 89% and secondary 74%);
- School buildings and grounds are well maintained (86% of elementary and 72% secondary);
- Schools are effective or excellent (elementary 81% and secondary 60%).

Elementary parents hold more favorable views towards the schools than secondary parents overall.

The following sections describe survey findings in relation to each of the effective school correlates.

SCHOOL CLIMATE/DISCIPLINE

School climate research is viewed within the context of effective schools and school improvement. This section will focus on school climate items that are more general in nature as well as those items specifically related to discipline. Other measures include safety, maintenance, and staff morale. Professionals, administrators, students, and parents answered survey items related to school climate/discipline.

Professionals, administrators, students, and parents believe that school climate in AISD schools is conducive to learning. They also indicate that generally, campuses are safe and orderly. Staff morale is not viewed as positively, with 28% of professionals and 18% of administrators disagreeing that it is generally high.

Professionals and Administrators

Over 4,500 teachers, other campus professionals, and campus administrators at elementary, middle school, and high school levels participated in the 1990 Employee Survey. It was the intent of the school climate items to capture the degree of satisfaction of faculty/staff within a school.

General School Climate. Figure 11 shows the responses of professionals and administrators to general questions related to school climate. Responses indicate that:

- 85% of the professionals surveyed believe their schools have a safe climate with 90% of campus administrators agreeing.
- Most staff (85% of professionals and 91% of administrators) view the schools as orderly, purposeful, and businesslike.
- Professionals (90%) and administrators (92%) agree that school climate at their campuses is conducive to learning.
- 72% of professionals agree morale is generally high; campus administrators were more positive (82%).

FIGURE 11
SCHOOL CLIMATE/DISCIPLINE

RESPONSES OF AISD PROFESSIONALS 1989-90

ITEMS	RESPONSES OF:	%	RESPONSES SA + A	RESPONSES D + SD
3. OUR SCHOOL HAS A SAFE CLIMATE.	ELEMENTARY	%	90	10
	MIDDLE/JUNIOR	%	84	16
	HIGH SCHOOLS	%	72	28
	TOTAL	%	85	15
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL BUSINESSLIKE CLIMATE.	ELEMENTARY	%	91	9
	MIDDLE/JUNIOR	%	80	20
	HIGH SCHOOLS	%	85	15
	TOTAL	%	91	9
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ELEMENTARY	%	95	5
	MIDDLE/JUNIOR	%	85	15
	HIGH SCHOOLS	%	80	20
	TOTAL	%	90	10

RESPONSES OF AISD ADMINISTRATORS 1989-90

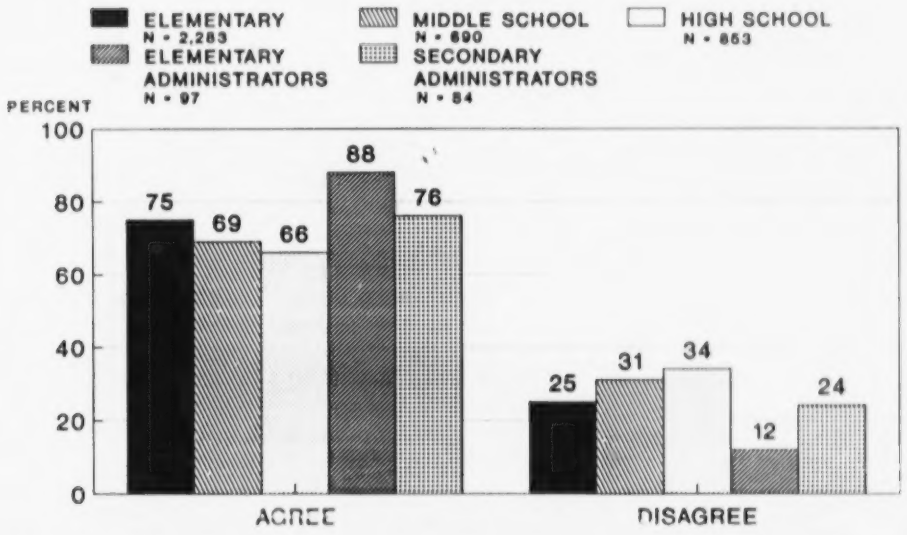
ITEMS	RESPONSES OF:	%	RESPONSES SA + A	RESPONSES D + SD
3. OUR SCHOOL HAS A SAFE CLIMATE.	ELEMENTARY	%	95	5
	SECONDARY	%	84	16
	TOTAL	%	90	10
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL BUSINESSLIKE CLIMATE.	ELEMENTARY	%	95	5
	SECONDARY	%	87	13
	TOTAL	%	91	9
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ELEMENTARY	%	97	3
	SECONDARY	%	87	13
	TOTAL	%	92	8

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

Morale among faculty is often perceived as one of many "climate" characteristics relating to school effectiveness or improvement. Staff morale has been found to be an all-encompassing indicator of satisfaction with the status quo and overall school success.

Teachers and campus administrators were asked to respond to:

FIGURE 12
THE MORALE OF THIS STAFF IS GENERALLY HIGH



- 66-75% of all teachers agree staff morale is high.
- Secondary, elementary, and campus administrators were less likely to disagree that morale is high than teachers.
- Middle school teachers' and administrators' percentages of agreement were lowest overall.

Discipline. Student behavior, teacher-student interaction, parental support of the school's disciplinary system, and an overall sense of order and discipline are areas that, taken together, should convey an image of what discipline looks like at the elementary, middle school, and high school levels within AISD.

- Staff (77%) indicate students are well-behaved in their schools. The lowest percentage agreeing (69%) was found at the middle school/junior high level, where discipline incidents are highest.

- Elementary and secondary teachers as a whole (74%) agree they are treated with respect by their students. More than three times as many secondary teachers (67%) are least likely to disagree than elementary teachers (20%).

- Campus administrators were very positive (99%) regarding parental support for the school's rules and its disciplinary system, as were teachers (80%). High school teachers (20%), followed by middle school (10%) and elementary teachers (9%) disagreed. This might be attributed to age differences between elementary and secondary students and a general decline in parental involvement at the secondary versus elementary level.

- Of the campus administrators responding, 99% were in agreement that there is a sense of order and discipline in their school.

- 80% of all teachers agree there is a sense of order and discipline. Elementary teachers were more positive than their high school colleagues in their perceptions of order and discipline. High school teachers had the highest percentage of disagreement (33%) compared with their middle school (31%) and elementary (13%) counterparts.

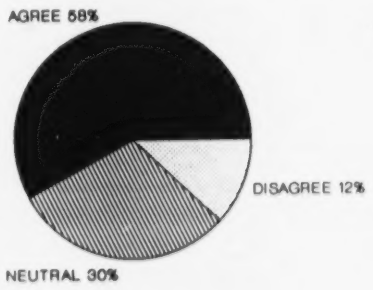
Students

Students were generally positive (44%) and neutral (37%) in their perceptions about school satisfaction, discipline, maintenance, and safety.

Student satisfaction on school climate was judged in a variety of ways. See Figures 13 and 14.

- 58% of the students agree they **"enjoyed coming to this school,"** 30% are neutral, and 12% disagree.

FIGURE 13
SCHOOL SATISFACTION
(N = 2,230)



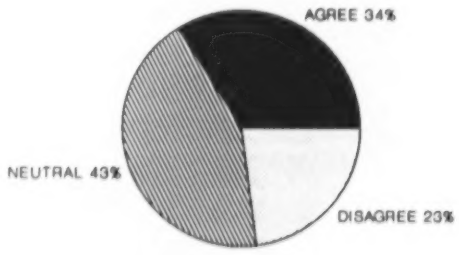
I ENJOY COMING TO THIS SCHOOL

- **"This school makes students enthusiastic about learning"** is perceived by nearly half of the students (43%) as "neutral"; 34% agree, 23% disagree.

FIGURE 14

SCHOOL SATISFACTION

(N = 2,500)



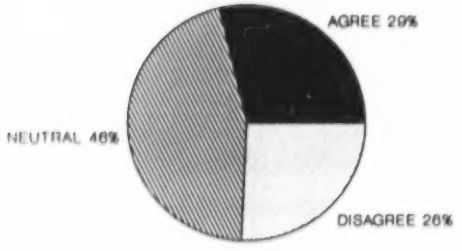
THIS SCHOOL MAKES STUDENTS ENTHUSIASTIC ABOUT LEARNING

Discipline-related questions required students to determine whether most students in their school are well-behaved, as indicated in Figures 15 and 16. From a total of 2,183 students who responded, 29% agree, 46% are neutral, and 26% disagree. When asked if discipline at their school is fair, 43% agree it was; 17% do not think so.

FIGURE 15

DISCIPLINE

(N = 2,183)

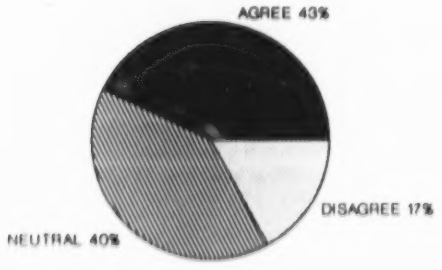


MOST STUDENTS IN MY SCHOOL ARE WELL-BEHAVED

FIGURE 16

DISCIPLINE

(N = 2,499)



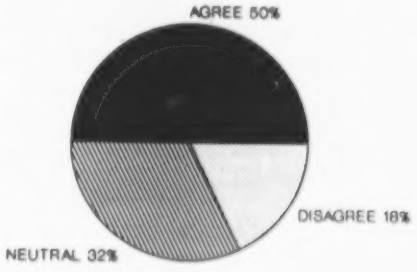
DISCIPLINE IN THIS SCHOOL IS FAIR AND RELATED TO VIOLATIONS OF AGREED-UPON RULES

The school climate-related areas of cleanliness, attractiveness and safety were tapped. **Are the buildings and grounds well maintained, neat, clean, and attractive?** Half (50%) of the students, as indicated in Figure 17, agree that they are.

FIGURE 17

MAINTENANCE

(N = 2,634)



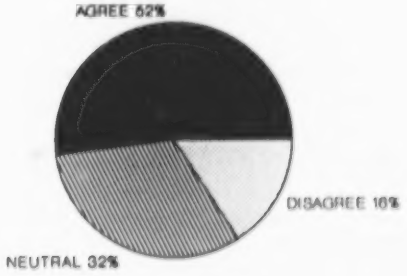
THE BUILDINGS AND GROUNDS OF MY SCHOOL ARE WELL-MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE

On school safety and security, the majority (52%) of students agree their campuses are indeed safe; 16% do not share this belief, while 32% had mixed/neutral feelings.

FIGURE 18

SAFETY

(N = 2,268)



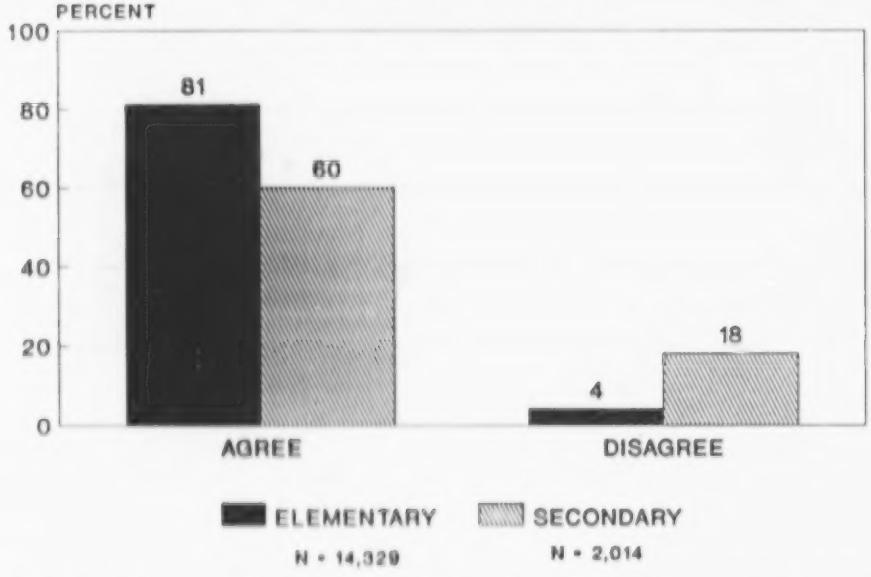
THIS SCHOOL IS A SAFE AND SECURE PLACE TO LEARN

Parents

Both elementary and secondary parents view their child's school as effective (excellent).

FIGURE 19

ELEMENTARY AND SECONDARY PARENT RESPONSES TO: MY CHILD'S (SON'S/ DAUGHTER'S) SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL



- 81% of **elementary parents** and 60% of **secondary parents** view their child's school as effective (excellent)

Discipline, safety, and maintenance issues were also tapped by the elementary and secondary parent surveys.

- 80% of elementary parents and 62% of secondary parents agree discipline was fair. More than three times as many secondary parents (13%) as elementary parents (4%) disagree.

- 86% of elementary parents agree their child's school is a safe and secure place to learn; 58% of secondary parents concur.

- 86% and 72% of the elementary and secondary parents respectively agree that the buildings and grounds were well maintained, neat, clean, and attractive.

HIGH EXPECTATIONS/TEACHER BEHAVIOR

Effective schools recognize the relationship between teacher expectations and student achievement.

Professionals and Administrators

School staff agree that all students can attain mastery of basic skills. School staff also has high expectations for success.

FIGURE 20
HIGH EXPECTATIONS/TEACHER BEHAVIOR

RESPONSES OF AISD PROFESSIONALS 1989-90

ITEMS	RESPONSES OF:	%	SA + A	D + SD
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ELEMENTARY	%	97	3
	MIDDLE/JUNIOR	%	92	8
	HIGH SCHOOLS	%	90	10
	TOTAL	%	94	6
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ELEMENTARY	%	94	6
	MIDDLE/JUNIOR	%	86	14
	HIGH SCHOOLS	%	77	23
	TOTAL	%	89	11
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ELEMENTARY	%	96	4
	MIDDLE/JUNIOR	%	86	14
	HIGH SCHOOLS	%	81	19
	TOTAL	%	91	9

RESPONSES OF AISD CAMPUS ADMINISTRATORS 1989-90

ITEMS	RESPONSES OF:	%	SA + A	D + SD
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ELEMENTARY	%	95	5
	SECONDARY	%	92	8
	TOTAL	%	94	6
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ELEMENTARY	%	94	6
	SECONDARY	%	80	120
		%		
	TOTAL	%	88	12
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ELEMENTARY	%	96	4
	SECONDARY	%	93	7
		%		
	TOTAL	%	95	5

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree.

Figure 20 shows that:

- Faculty, staff, and administrators share the belief that their schools have high expectations for success for all students (94% agree).
- In addition, 89% of all teachers think their school staff not only believes, but also demonstrates, that all students can attain mastery.
- While these beliefs are optimistic overall, some 19% of secondary professionals and 12% of administrators disagree.

Are classrooms characterized by students actively engaged in learning?

- Professionals (81-96%) agree that they are.
- Both elementary and secondary campus administrators (96% and 93%) believe students are actively engaged in learning.

Students/Parents

The majority of high school students were very positive about teacher expectations of all students, using appropriate curricula geared for future needs, and the facility to learn at school. Parents were positive about their children acquiring knowledge for future needs.

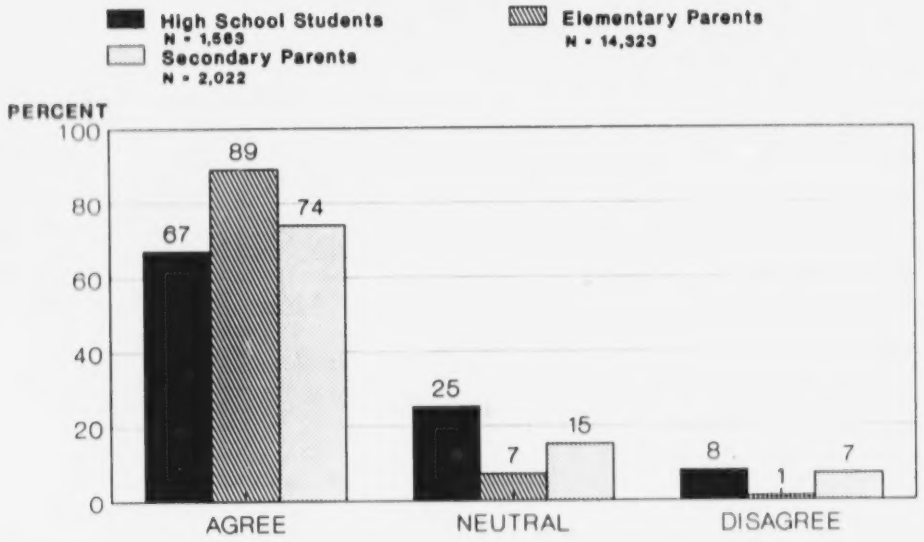
The appropriateness of the curriculum coupled with high expectations was addressed when students and parents were asked if the material being taught and learned was preparing them for the future.

- The majority of students (53%) and parents (68%) agree that the material being taught and learned is preparing them for the future.
- Conversely, 14% of the students disagreed they were learning things they needed to know for preparation for the future; 16% of secondary parents concurred with students.

Student and parent perceptions of teacher expectations were addressed by the question **"Teachers at this school really believe that I can achieve academically."** Parents were asked: **"The staff at my child's school really believe that he/she can achieve academically."** Results reveal that:

FIGURE 21

TEACHERS AT THIS SCHOOL REALLY BELIEVE THAT I (MY SON/DAUGHTER) CAN ACHIEVE ACADEMICALLY



- Both students and parents are optimistic (67-89% agreement).
  Their responses indicate that school staff are utilizing appropriate curricula coupled with successful teaching strategies by teachers who believe students can achieve.

A more general item regarding expectations and teacher behaviors is whether **it is easy to learn at school.** More than half of the students (51%) agreed, 37% were neutral, and 12% disagreed.

Parents were asked if their child has learned a lot this year.

Both elementary and secondary parents agree their children learned a lot this year. Elementary parents (89%), however, are more positive than secondary parents (67%).

INSTRUCTIONAL FOCUS/MISSION

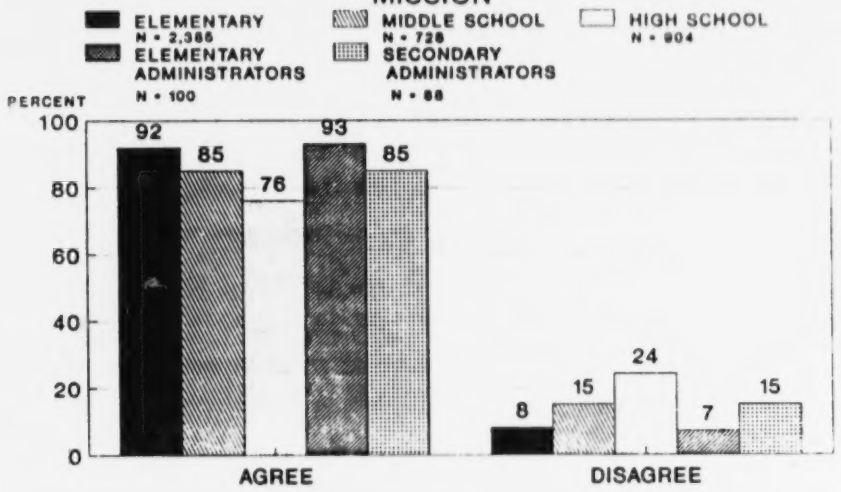
The primary objective within the instructional focus correlate is the adoption by schools of a well-defined curriculum for each grade level/subject area as a means of improving instruction. Having a school mission and goals which staff should strive to accomplish and communicate to parents is another component within this correlate.

Professionals and administrators were fairly positive as to whether their school has a clear and focused mission with staff working together to improve instruction.

Professionals and Administrators

AISD professionals and administrators were asked whether they agreed that: **"Our school has a clear and focused mission through which our entire staff shares an understanding and commitment to school goals."** Survey results are presented in Figure 22.

FIGURE 22
OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION



- Most school staff in each group agreed their school has a clear and focused mission. High school staff and administrators showed the lowest percentages of agreement (76% and 85%)

Does school staff work together to improve instruction? Findings indicate that:

- 91% of staff at the elementary level indicate they work together to improve instruction compared with 86% and 83% of their middle school and high school counterparts.

It is important to establish a mission with goals and priorities, but curriculum and programs must be developed and

It is important to establish a mission with goals and priorities, but curriculum and programs must be developed and put into place as a means of impacting student achievement. Findings show that:

- 93% of professionals and administrators agree their schools have well-defined goals and priorities with programs developed to implement them.
- Within teacher groups, high school teachers were least likely to agree (80%) they have well-defined goals and priorities compared with middle school (90%) and elementary (91%) teachers.

Parents

Elementary and secondary parents are aware their child's school has a philosophy or mission. In addition, 77% of elementary parents agree this mission has been clearly communicated to them.

A statement of the school's mission, along with appropriate communication to parents by faculty, staff, and administrators is an effective device to keep them informed and to foster parental involvement. Elementary parents received an item addressing this; 77% of the parents agreed, 14% were neutral, 6% disagreed, and 2% did not know.

Secondary parents were asked whether their son's/daughter's school had a clear and focused mission. Findings showed that 55% agreed, 13% disagreed, and 8% did not know.

INSTRUCTIONAL LEADERSHIP

Several related topics and their findings will be discussed within this correlate, including:

- Principals as instructional leaders,
- Collaboration/empowerment,
- Campus management.

Principals as Instructional Leaders

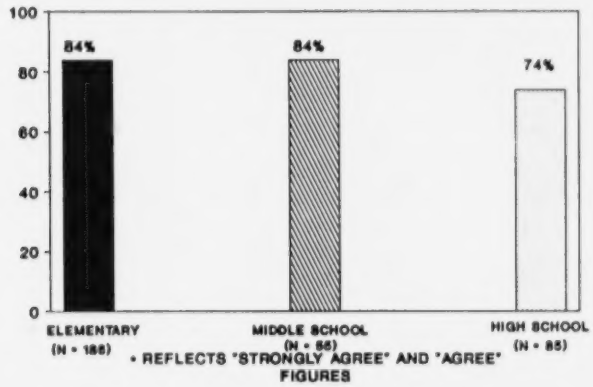
In effective schools, the principal serves as a strong leader. How is instructional leadership by the principal perceived by AISD teachers?

Four out of five (81%) teachers agree their principal is an effective instructional leader.

Elementary and secondary teachers had distinct perceptions about the role of the principal within their levels as depicted in Figure 23.

FIGURE 23

TEACHER RESPONSES* TO: THE PRINCIPAL IN THIS SCHOOL IS AN EFFECTIVE INSTRUCTIONAL LEADER



* REFLECTS "STRONGLY AGREE" AND "AGREE" FIGURES

- Both elementary and middle school teachers (84%), more so than high school teachers (74%) perceive their principal to be an effective instructional leader.

Two other issues that reflect leadership qualities are:

(1) willingness of the principal to discuss problems, and (2) making staff feel comfortable when approached to discuss concerns.

- 91% of professional staff agree that the principal is willing to discuss problems.
- 89% of all professionals agree their principal worked with them to establish a mission for the school.

Collaboration/Empowerment

Democratic decision making and collegial, professional, cooperative relations between administrators and professional staff contribute to collaboration and empowerment as a means of school improvement.

Most professional staff (79%) in AISD and 88% of campus administrators agree that collaborative planning and decision making does occur at their campuses. Furthermore, they feel their opinions are sought and consider themselves to be part of a team of professionals.

Several survey questions were asked of professionals as a means of tapping their perceptions about collaborative planning and decision-making issues. Figure 24 contains findings which are described below:

FIGURE 24
COLLABORATION/EMPOWERMENT

RESPONSES OF AISD PROFESSIONALS 1989-1990

ITEMS	RESPONSES OF:	%	SA + A	D + SD
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ELEMENTARY	%	79	21
	MIDDLE/JUNIOR	%	78	22
	HIGH SCHOOLS	%	77	23
		%		
	TOTAL	%	78	22
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ELEMENTARY	%	82	18
	MIDDLE/JUNIOR	%	72	21
	HIGH SCHOOLS	%	72	28
	TOTAL	%	79	21
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ELEMENTARY	%	86	14
	MIDDLE/JUNIOR	%	82	18
	HIGH SCHOOLS	%	84	16
	TOTAL	%	85	15
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ELEMENTARY	%	82	18
	MIDDLE/JUNIOR	%	79	21
	HIGH SCHOOLS	%	77	23
	TOTAL	%	80	20

RESPONSES OF AISD CAMPUS ADMINISTRATORS 1989-1990

10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ELEMENTARY	%	94	6
	HIGH SCHOOLS	%	80	20
		%		
	TOTAL	%	87	13
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ELEMENTARY	%	91	9
	HIGH SCHOOLS	%	84	16
	TOTAL	%	88	12
17. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ELEMENTARY	%	93	7
	HIGH SCHOOLS	%	90	10
	TOTAL	%	92	8

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

- Collaborative planning and decision making take place in their schools, according to 83% of all school professionals.
- Six of seven professionals (85%) agree their decisions are supported and respected by their campus administrators.
- 78% of professionals agree the channels of communication among faculty, administrators, and other staff are open and adequate; 87% of campus administrators also agree.
- 39% of professionals "almost always" have an appropriate part in the decision-making process; 46% "sometimes" do.

- 66% of professionals believe their opinions are sought and listened to at their school.
- Professionals (78%) feel they are a part of a team; their contributions are appreciated.
- Conflicts or problems were handled positively, according to 87% of all professionals.

Campus Management

The purchase and acquisition of materials along with daily operations at a campus (e.g., paperwork, conducting faculty meetings) are characteristics of typical campus management activities. How the principal handles these matters exemplifies another facet of instructional leadership. Extraneous factors beyond their control, however, may impinge on their ability to be fully effective.

Professional staff (83%) and campus administrators (93%) were positive about the provision and availability of adequate resources. For the most part, they felt faculty meetings are well-planned and productive. They were less satisfied with the amount of paperwork required at the campus level and by central administration.

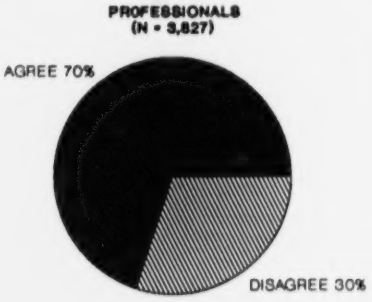
Some paperwork is necessary to document student and/or program progress. The quantity of such paperwork is sometimes out of the hands of the campus administrator, but efforts should be made to keep campus-level paperwork to a minimum level.

- 70% of professionals surveyed agree that paperwork is kept to a minimum at the campus; 30% believe it can be reduced. This was one of the lowest percentages cited by professionals on school climate/effectiveness items.

- 31% of all professionals disagree that paperwork required by central administration seems necessary.

- Less than half (45%) of professionals and 71% of administrators reported there was an increase in the amount of paperwork they had to do this year.

FIGURE 25
PAPERWORK



AN EFFORT IS MADE TO KEEP PAPERWORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL

Is this distribution of forms and other paperwork done soon enough so that staff has adequate time to complete them?

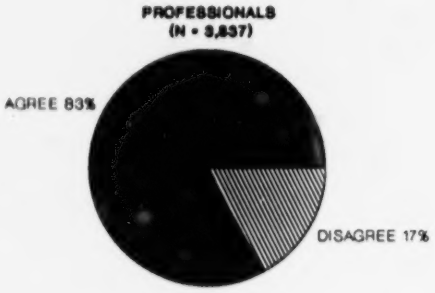
- "Usually" and "always" were the responses given by 54% and 31% of staff; only 3% said "never."

Are adequate resources (e.g., textbooks, teacher guides) made available to staff? See Figure 26.

- 83% of all professionals agree adequate resources are made available.

- 62% of elementary, middle school, and high school teachers concur that priority is given to obtaining necessary teaching supplies for their classrooms.

FIGURE 26
ADEQUATE RESOURCES



ADEQUATE RESOURCES (e.g., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME

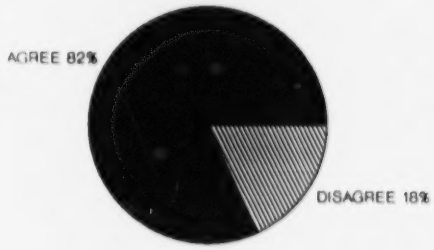
Planning and conducting faculty meetings is a task handled by the campus administrator. How do professionals perceive these meetings? See Figure 27.

- Five out of six (82%) professional staff believe their faculty meetings are well-planned and productive.
- Among administrators, elementary campus administrators were positive (93%), as were secondary administrators (88%).

FIGURE 27

FACULTY MEETINGS

PROFESSIONALS
(N = 3,837)



OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE

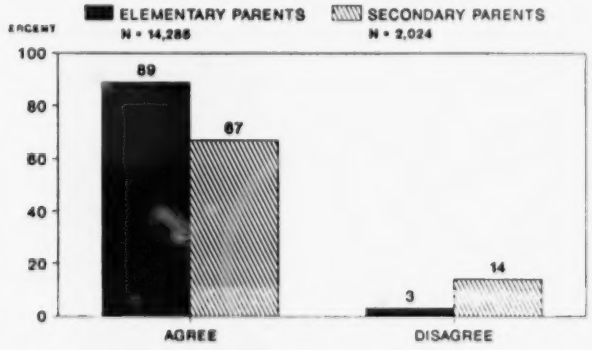
MEASUREMENT

Effective schools research stresses the importance of frequently checking students' levels of learning so that they do not fall behind. In addition, teachers utilize student outcomes to improve individual student proficiency.

Professionals and administrators are very positive about the frequency of student monitoring; assessment results are used for improving student proficiency.

FIGURE 28

MY CHILD HAS LEARNED A LOT
THIS SCHOOL YEAR



- Eight out of nine elementary parents (89%) report their child has learned a lot this year.
- Nearly five times as many secondary parents (14%) as elementary parents (3%) disagree.

Within AISD:

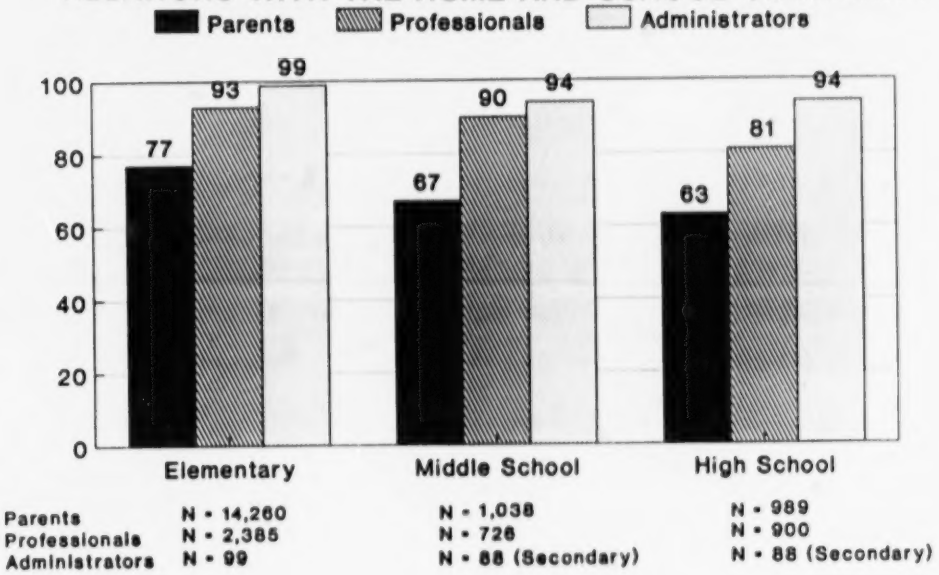
- 93% and 96% of professionals and administrators agree that there is a system for monitoring and measuring student progress. Progress is checked frequently and used to improve student proficiency.
- Three of four (72%) secondary parents feel adequately informed of their son's/daughter's progress in school.
- Nearly all parents (90%) report talking to their child often about what happens at school.

HOME/SCHOOL RELATIONS

Most parents and school staff report positive relations exist between schools and their home and school communities.

FIGURE 29

PERCENT OF AISD STAFF AND PARENTS REPORTING: OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY

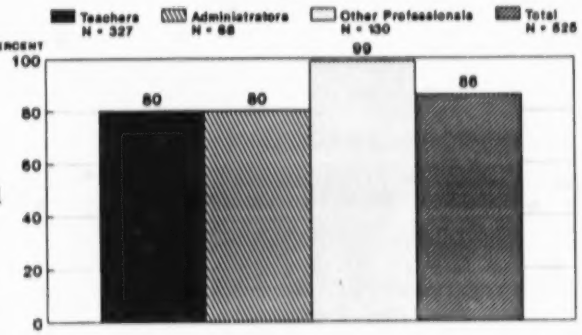


- Three out of four elementary parents (77%) and 93% of staff reported positive relations exist.
- Most secondary respondents (81 to 83% of parents and 88 to 90% of staff) reported positive relations exist.

Most school staff sampled (86%) also report parents support the schools' rules and disciplinary system. However, nearly double (27%) of the secondary teachers than elementary teachers (16%) disagreed that parents support the schools' rules and disciplinary system. Teachers' responses were similar across grade spans (85% of elementary and 73% of secondary teachers agreed). Administrators were as positive as teachers but not more so than other professionals.

FIGURE 30

STAFF AGREEMENT THAT: PARENTS SUPPORT THE SCHOOL RULES AND ITS DISCIPLINARY SYSTEM



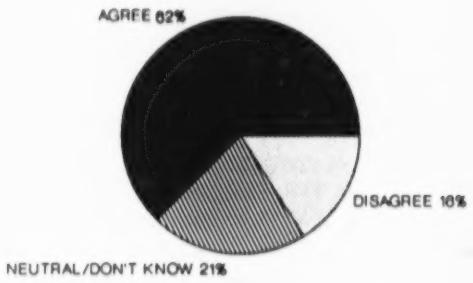
Parents responded to items related to their level and type of involvement. Responses indicate that:

- Two out of three (62%) elementary parents agree they are involved at a desirable level.

- Nearly all (99%) secondary parents report they are involved in their son's/daughter's education, with more than half indicating high levels of involvement.

FIGURE 31

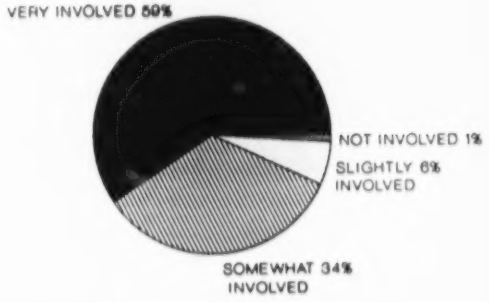
PARENT INVOLVEMENT
N = 13,662



ELEMENTARY PARENT RESPONSES TO:
I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL

FIGURE 32

PARENT INVOLVEMENT
N = 2,029



SECONDARY PARENT RESPONSES TO:
HOW MUCH ARE YOU INVOLVED IN YOUR SON'S/DAUGHTER'S SCHOOL EDUCATION?

Figure 33 shows elementary and secondary parents' preferred methods of involvement in their children's education.

FIGURE 33

ELEMENTARY AND SECONDARY PARENTS' PREFERRED METHODS OF INVOLVEMENT

Elementary (N= 13,688)	Secondary (N = 2,033)
1. Helping child with homework (81%)	1. Responding to teacher calls for concerns/absences (32%)
2. Signing report cards (76%)	2. Helping with homework and other school projects (31%)
3. Attending parent/teacher conferences (70%)	3. Checking to be sure all homework is done. (30%)
4. Working on reinforcement activities (63%)	4. Attending parent/teacher conferences and parent/ teacher school functions (30%)
5. Helping with extracurricular activities (44%)	5. Helping son/daughter attend/participate in extracurricular activities (30%)

Less preferred choices for participation by parents in the education of their children included:

Elementary	Secondary
6. PTA/PTO (39%)	6. Working with other parents on school-related activities (12%)
7. Volunteering at school (28%)	7. Volunteering at school (8%)
8. Parent training (24%)	8. Parent training (4%)
9. Planning activities (21%)	9. Helping set school goals (4%)
10. Other (7%)	10. Helping develop school budget (2%)

TEACHER SATISFACTION/PROFESSIONAL GROWTH

Most teachers and other professionals (88%) are satisfied with campus training as opportunities for growth. Job appraisals are also seen as fair by 82%. Professionals are more satisfied with assistance received than with recognition received from campus staff and central instructional coordinators.

FIGURE 34
TEACHER SATISFACTION/GROWTH

RESPONSES OF AISD PROFESSIONALS 1989-90

ITEMS	RESPONSES OF:		SA + A	D + SD
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/ TRAINING PROVIDED THROUGH MY CAMPUS.	ELEMENTARY	%	91	9
	MIDDLE/JUNIOR	%	85	15
	HIGH SCHOOLS	%	81	19
	TOTAL	%	88	12
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ELEMENTARY	%	85	15
	MIDDLE/JUNIOR	%	83	12
	HIGH SCHOOLS	%	74	26
	TOTAL	%	82	18

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

Training

Most professionals (88%) report their continued growth is supported by campus training.

In terms of outside conferences and workshops 75% of the professionals and administrators sampled are satisfied with opportunities provided. Teachers (80%) were significantly more satisfied than other professionals (70%).

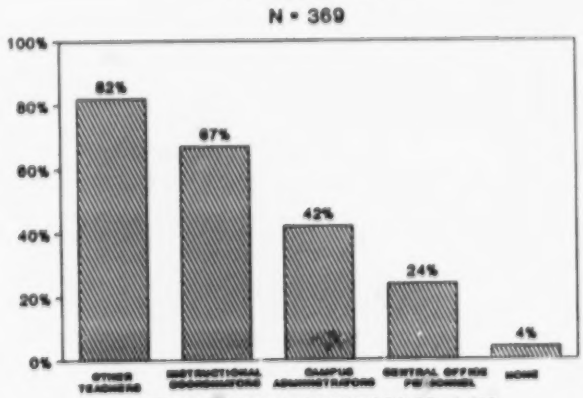
Performance Appraisals

Eighty-two percent (82%) of professionals report job appraisals are fair and representative of their performance.

Assistance and Recognition

Professionals sampled are most satisfied with the assistance received by teachers, followed by campus administrators. They are less satisfied with assistance received from central office personnel.

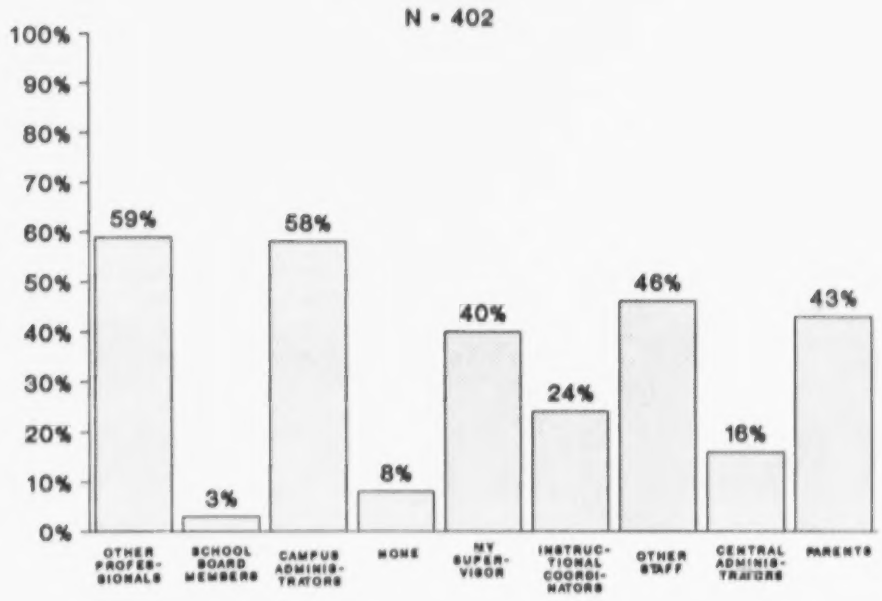
FIGURE 35



Professionals are significantly less satisfied with recognition received for their work than assistance received. The same pattern of responses was seen as for assistance, with the highest percentage (59%) satisfied with recognition from campus administrators. Overall, 43% were satisfied with parents' recognition.

FIGURE 36

PROFESSIONAL RESPONSES TO: I AM SATISFIED WITH THE RECOGNITION I RECEIVE FROM:



TWO-YEAR COMPARISONS OF SCHOOL CLIMATE/ EFFECTIVENESS ITEMS: AN OVERVIEW

The previous section documented findings by correlate for 1989-90. This section will examine two-year trends among groups (elementary, middle school, and high school professionals) for selected items on school climate/effectiveness. By making such comparisons, we can see whether change (either positive or negative) did or did not take place. Based on a total of 24 items (see ORE Pub. No. 89.29A), the following graph depicts change by group:

NUMBER OF ITEMS

GROUP	NO CHANGE	POSITIVE CHANGE	NEGATIVE CHANGE
Elementary	9	8	7
Middle School	4	10	10
High School	3	0	21

- Elementary and middle school professionals show continued positive opinions (either no change or positive change), while high school professionals' opinions reflect a pronounced negative change.

ITEMS REFLECTING NO CHANGE OR A POSITIVE CHANGE

Several items reflected no change or leaned towards the positive by these groups. They include the following:

- **THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.**

- **MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.**

The correlate (one of seven characteristics used to describe effective schools) of Collaboration/Empowerment deals with open communication among all professionals. Elementary and high school professionals did not change their responses to this item; middle school professionals were more positive this year as compared to last year.

Continued growth as a professional is grouped under the Teacher Satisfaction/Growth correlate. Middle school professionals showed a positive change from last year; elementary and high school professionals showed no significant change on this item overall.

ITEMS REFLECTING A NEGATIVE CHANGE

Four items revealed a negative change across all three groups. They were:

- **OUR SCHOOL HAS A SAFE CLIMATE.**
- **OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.**
- **THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.**
- **MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATORS.**

Overall, high school professionals exhibited the largest decline in agreement, followed by middle school and elementary professionals, respectively.

ITEMS REFLECTING A NEGATIVE CHANGE BY GROUP

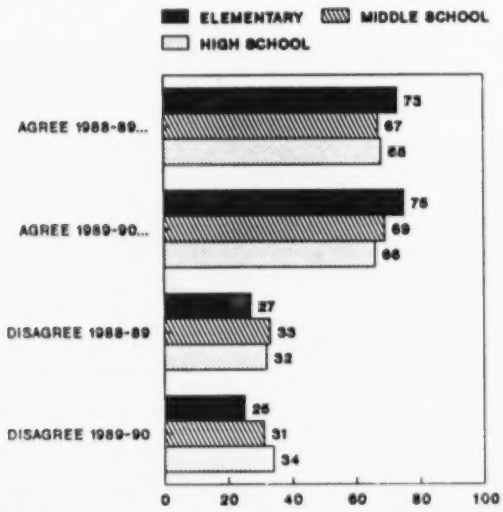
Two-year comparisons provide AISD decision makers at the central office and campus level with the opportunity to identify those areas for campus improvement activities where agreement has declined from one year to the next. A sample of such items by group is depicted below.

GROUP	ITEM
ELEMENTARY	Our school has a safe climate. Adequate resources (e.g., textbooks, teacher guides, and other materials) are available to me. There is collaborative planning and decision making in my school.
MIDDLE SCHOOL	Our school staff has high expectations for success. The general school climate is conducive to learning. The principal is willing to discuss problems with professionals.
HIGH SCHOOL	Our school has positive relations with the home and school community. Our faculty meetings are well planned and productive. Our school has an orderly, purposeful, and businesslike climate.

Staff Morale and Paperwork

Two items in particular merit additional discussion: staff morale and paperwork. Last year, the pattern among the 24 items was that these two topics showed the least percentage of agreement. Figure 37 reveals that:

FIGURE 37
TWO-YEAR RESPONSES BY GROUP TO: THE MORALE OF THIS STAFF IS GENERALLY HIGH



- Elementary and middle school staff had a two-point increase in agreement this year from last year (73% to 75% for elementary and 67% to 69% for middle schools) that staff morale is generally high; high school staff declined in agreement by two percentage points (68% to 66%).

- Elementary staff had the highest percentage of agreement for both years compared with middle school and high school staff.

Finally, efforts to keep paperwork to a minimum level was addressed.

FIGURE 38
TWO-YEAR RESPONSES BY GROUP TO: AN EFFORT IS MADE TO KEEP PAPERWORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.

ITEMS	RESPONSES OF:			SA + A	D + SD
23. AN EFFORT IS MADE TO KEEP PAPERWORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ELEMENTARY SCHOOLS	88-89	%	72	28
		89-90	%	76	24
		CHANGE	%	4	-4
	MIDDLE SCHOOLS	88-89	%	70	30
		89-90	%	67	33
		CHANGE	%	-3	3
	HIGH SCHOOLS	88-89	%	62	38
		89-90	%	57	43
		CHANGE	%	-5	5

SA + A = Strongly Agree plus Agree; D + SD = Disagree plus Strongly Disagree

- Middle school and high school staff decreased in agreement from last year regarding paperwork reduction efforts (70% to 67% and 62% to 57%).

- Elementary staff were more positive in 1989-90 than 1988-89 (76% versus 72%) regarding the reduction of paperwork.

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